Pupil premium strategy statement- Summer 2025 Evaluations

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Badsworth CE Junior and Infant School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	1 September 2024
Date on which it will be reviewed	1 September 2026
Statement authorised by	J Griffiths
Pupil premium lead	J Griffiths
Governor / Trustee lead	J Gillespie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48478
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 48478

Part A: Pupil premium strategy plan

Statement of intent

At Badsworth CE Junior and Infant School we strive to ensure that all our children, regardless of the challenges they face, have access to high-quality teaching across the curriculum so that they become successful learners. Our curriculum has been designed and developed from the Early Years Framework and National Curriculum and we have used research so our children have the best pedagogical approaches based on cognitive load theory. We value the importance of reading and language development for all pupils in order for them to access and be successful and achieve highly across the curriculum. We prioritise the professional development of all staff through well planned, evidence informed CPD to enable them to have the right skills and knowledge and to continuously improve practice and consequently improve outcomes for all pupils especially those who are disadvantaged. If and when any children experience challenges to their learning carefully well planned and effectively delivered intervention is swiftly implemented, which is carefully monitored by staff to ensure that every child keeps up and achieves.

Key Principles of Pupil Premium Plan

At Badsworth we want to ensure that:

- High quality teaching and learning experiences meet the needs of all so that they achieve well and meet expected outcomes.
- Academic progress is accelerated for disadvantaged pupils so that they make good progress and achieve well.
- Appropriate provision and resources are made available for vulnerable pupils.
- Pupil premium funding will be allocated to support priority classes, groups or individuals following a needs analysis.
- We respond quickly to identify the needs of newly registered disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weaker communication and language skills and limited vocabulary- Need to address pupils' language deficit through early intervention and through pedagogy across the curriculum.
2	A large proportion of disadvantaged pupils have lower starting points in areas such as PSED, C&L, literacy and mathematics.
3	Disadvantaged pupils attaining lower compared to all other pupils in Year 1 phonics and at end of KS1 and KS2 in reading, writing and maths. Phonics and reading remains a high priority across the school and pupils require additional catch up support in these areas.
4	Limited opportunities to gain wider cultural capital and therefore the need for the school to further enhance the curriculum through educational visits and wider curriculum opportunities, which will also focus on increasing pupil vocabulary through wider experience.
5	Notable link between low attendance and low attainment. Continued priority on improving attendance and readiness to learn for disadvantaged pupils.
6	Maths- Need for ensuring the fundamental basics are securely embedded in mathematics for pupils to know and remember more. Limited mathematical talk and need to increase pupil confidence in maths and overcome misconceptions, which has been an identified as a result of the Covid-19 pandemic.
7	Some pupils experience SEMH needs. Continued need for a whole school commitment to identifying and nurturing pupils with specific needs. Children are identified and attend nurturing sessions, following this children are referred to Future in Mind or TAS to support their SEMH needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Evaluations
Disadvantaged pupils are articulate, able to use the correct tier 2 and tier 3 language to explain their thinking. They are able to access the curriculum because their language is well developed.	Disadvantaged pupils are able to talk effectively about their learning and are able to access the curriculum because they have improved vocabulary development.	Pupil Premium children have full access to the curriculum. They can talk about their learning using improved vocabulary linked to their learning. They are beginning to include improved vocabulary in their written work and in their discussion across the curriculum.
Pupils in the early years have developed language and talk so that they are well prepared for the next stage of their learning.	Communication and language outcomes at the end of the EYFS have improved and are in line with national.	Communication and Language outcomes have improved for pupil premium children. 1/3 disadvantaged children in EYFS gained expected in Listening, Attention and Understanding and Speaking 2026. In 2025, 100% achieved the ELG in Listening, Attention and Understanding and Speaking.
To sustain high standards in phonics and reading for all pupils including those who are disadvantaged. Pupils who are at risk of reading failure are identified early and targeted and regular intervention is enabling pupils to keep up.	Continued improvement of the PSC results at the end of Year One remain above the national average for all pupils including those disadvantaged Year on year, disadvantaged pupils consistently meet the standard for the PSC. Disadvantaged pupils to achieve national average end of KS1 and KS2 in reading. All disadvantaged pupils to have made rapid progress from their starting points.	Year One PSC outcomes 2025 were above national at 90%. There were 4 disadvantaged children. They all passed. All pupils in Y2 have met the standard. In 2024, 94% achieved the PSC with 2/3 disadvantaged pupils achieving the standard. 57% of Year 6 pupil premium children achieved age related expectations in reading. This is an increase on the previous year.

All disadvantaged pupils have access to experiences and additional opportunities that enhance their learning and cultural capital	All Disadvantaged pupils access all visits, visitor and experiences All disadvantaged pupils participate in extra-curricular clubs and music tuition	All pupil premium have had experience of a visit or visitor and had additional experiences in school. All pupil premium children have been given the opportunity to take part in extra-curricular clubs and music tuition.
All disadvantaged pupils are punctual and attend well and as a result they make gains in their learning	Attendance and punctuality of disadvantaged pupils is in line with their peers and is at least at national. The proportion of pupils who are PA is low and below that seen nationally.	Attendance of pupil premium children academic year 2025-26 was 93.9%. All families were fined where appropriate and absence was unauthorised. Whilst we strive to improve this figure, it still compares favourably to the national figure for disadvantaged pupils. PA for pupil premium children is below national and but remains a focus. 30.8% of PP children were persistently absent 25-26. This represents 7 current pupils. Leaders are relentless in their pursuit of high attendance for all pupils but particularly these vulnerable pupils. Disadvantaged pupils' access to before school provision and the school 'My Bus Service' to support punctuality and attendance. Financial support would be offered if required.
All pupils, including those identified as disadvantaged, continue to make progress for them in mathematics as a result of a well-planned, sequential and spiral curriculum, which is focused on pupils' securing a deeper understanding of the fundamental basics of maths alongside developing good mathematical talk.	Disadvantaged pupils are able to use mathematics fluently and apply this across areas of maths. Disadvantaged pupils are able to talk effectively about maths which supports their problem solving and reasoning. Outcomes for disadvantaged pupils in maths can vary widely due to the small cohort numbers. In 2026, outcomes in maths for disadvantages pupils were above those of disadvantages nationally and	Evidence of pupil voice supports the improvement in the ability of pupil premium children when talking about maths. (5/7) of pupil premium children in Y6 achieved expected in 2026.

	the gap to national other was narrower than the gap seen nationally.	25% (1/4) Year 4 pupil premium pupils achieved 20 plus on the Multiplication Check. 33% of EY pupil premium children achieved ELG in Maths.
Pupils can self-regulate successfully and as a result can access their learning more consistently	Records on CPOMS indicate that pupils with SEMH needs have reduced incidents of behaviour /disruption Feedback from families demonstrates that they have been well supported with parenting and home school relationships are effective	Nurturing groups take place and pupil premium children are being supported. Incidents for individual have reduced or improved in severity. Pupil premium families feel supported by school and parenting and home school relationships are effective.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of Floppy's Phonics and Reading scheme including purchasing of additional resources and staff CPD	DfE The Reading framework Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics. Ofsted- Bold Beginnings. Key finding reading at the heart of the reception curriculum Alex Quigley- Closing the reading gap Christopher Such- The art and science of teaching primary reading	1, 2, 3

Additional training based on Rosenshines Principles and MARGE theory for RQT and SLT members	Teaching Walkthrus- Instructional coaching linked to Tom Sherrington & Oliver Caviglioli Rosenshine principle approach, Mary Myatt Tom Sherington and Chris Quigley Research around cognitive load theory EEF: SEN in Mainstream schools. Key recommendation Ensuring all pupils have access to high quality teaching	2, 3
Training and coaching from reading lead for phonics and reading teaching across the school and from the Jerry Clay English Hub	DfE The reading framework EEF Guidance Document: Preparing for Literacy Key Recommendation 2: Develop children's early reading using a balanced approach Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics. Alex Quigley- Closing the reading gap Christopher Such- The art and science of teaching primary reading Andy Buck- Basic Coaching	2, 3
Maths Hub training for teaching staff- Release time for maths lead and teachers to complete training and implement in school	EEF- Improving maths in Early Years and KS1 Bold beginnings- key finding. Leaders were much clearer about their expectations for children's literacy than for mathematics and need to focus on this. Mastery maths research	6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils accessing the NELI programme, staff trained to deliver the programme in school	EEF Guidance Document: Preparing for Literacy Key Recommendation 1: Prioritise the development of communication and language EEF Teaching & Learning Toolkit, Very high impact for oral language interventions Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds EEF: Early Years	2

	Toolkit. High impact for low cost of communication and language approaches	
Targeted additional sessions for phonics keep ups including pupils in KS2 who did not pass the screening	DfE Reading framework EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning EEF Improving literacy. Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics. EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions	3
Targeted sessions in core subject for pupils who have been identified with Gaps at the PPM	DfE: The reading framework EEF: Teaching & Learning Toolkit. Very high impact of reading comprehension strategies EEF: Improving literacy EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project) EEF Pupil Premium Guidance: Making the best use of small group intervention	3,6,1
Additional maths intervention session for EYFS and KS1 pupils each afternoon	EEF Teaching & Learning Toolkit- impact of 1:1 tuition and teaching assistant intervention/ small group tuition & very high impact of feedback EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project) EEF Early Years Toolkit- Early number approaches very high impact for low cost EYFS Framework- September 2021 and changes to mathematical development Mastery maths approach research EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions	

Booster groups for pupils in KS2 and some pupils in KS1	DfE: The reading framework EEF: Teaching & Learning Toolkit. Very high impact of reading comprehension strategies EEF: Improving literacy EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project) EEF Pupil Premium Guidance: Making the best use of small group intervention	3,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the CPOMs system to track attendance Support pupils through the breakfast provision and the My Bus Service	Working with parents to support children's learning. (EEF Guidance Report)	5
Provide funded nurturing session for a trained HLTA to work with identified pupils	Evidence: Covid school support guide 2020 (EEF Guidance Report) Working with parents to support children's learning. (EEF Guidance Report) NSPCC 2020 Children's mental health post COVID-19 EEF Teaching and Learning Toolkit- The very high impact of metacognition and selfregulation EEF- Metacognition and self-regulated learning. Recommendation 1 & 2 teacher professional understanding and explicit teaching of skills	7
Disadvantaged pupils supported to access charged afterschool activities	Rosenshine principles, Chris Quigley	4

Disadvantaged pupils subsidised to access visits etc Disadvantaged pupils supported to access Music Tuition		

Total budgeted cost: £39,420